

TEACHING READING COMPREHENSION ON NARRATIVE TEXT BY USING POWERPOINT ANIMATIONS

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Abstract: This Research aimed to answer the research questions about the significant and the size effect of the use of PowerPoint Animations in teaching reading comprehension on narrative text. This research used a pre-experimental study in one group pretest posttest design. The data of this research were collected by using measurement technique that was written test in the form of essay test numbering 10 items. The population of this research was the Second Year students of SMA Negeri 1 Kembayan in Academic Year 2012/2013 numbering 106 students. The sample of this research was 30 students (class XI IPA 1). The finding of this research showed that PowerPoint Animations increased the students' achievement in reading comprehension significantly. Then, the effect size of treatment ($ES = 1.34 > 0.8$) and categorized as highly effective.

Key words: Teaching Reading Comprehension, Narrative, PowerPoint Animations.

Abstrak: Penelitian ini bertujuan untuk menjawab pertanyaan penelitian mengenai signifikan dan tingkat efektifitas dari penggunaan animasi powerpoint dalam pengajaran pemahaman membaca di dalam teks naratif. Penelitian ini menggunakan studi pre-eksperimen dengan disain satu grup pretest posttest. Data penelitian ini didapatkan dengan menggunakan teknik pengukuran yaitu tes tertulis dalam bentuk essai berjumlah 10 soal. Populasi dalam penelitian ini adalah siswa tahun ke dua dari SMA Negeri 1 Kembayan tahun ajaran 2012/2013 berjumlah 106 siswa. Sampel penelitian ini berjumlah 30 siswa (kelas XI IPA). Hasil penelitian menunjukkan bahwa powerpoint animasi meningkatkan hasil belajar siswa dalam pemahaman membaca secara signifikan. Kemudian, pengukuran dari ukuran keefektifan ($ES = 1.34 > 0.8$) dan dikategorikan tingkat efektifitasnya tinggi.

Kata kunci: Pengajaran Pemahaman Menyimak, Naratif, Animasi PowerPoint.

Reading is major skill that should be acquired in English and have important role in language production. Reading skill is necessary for students to access information and to understand texts or literatures in English. Silberstein (1994:12) states "Reading is a complex information processing skill in which the reader

interacts with text in order to (re)create meaningful discourse.” Millions of books, magazines, and papers are read every day. Reading allows access to other people’s thoughts, to vast numbers of knowledge, to images of the world outside of our daily life.

Based on the syllabus of Kurikulum Tingkat Satuan Pendidikan (School based curriculum) for Senior high school, students are demanded to have a good mastery a number types of texts in reading skill; such as descriptive, recount, news-item and narrative text. Thus, the standard competence that they must acquire is the ability to comprehend the meaning of short functional texts and essays in the form of narrative. Snowden (2001:1) says “Most importantly narrative is not just about telling, constructing or even eliciting stories, it is about allowing the patterns of culture, behavior and understanding that are revealed by stories to emerge.” The purpose of narrative text is to entertain the readers because the most interesting part of narrative text is the climax which will turn into resolution to the problem.

Narrative text is a text about telling a story which tells conflicts among the participants and there is a plot of problem-solving in it. According to Beach (2003), “Narration is a story about person or group and how that person or group changes over the course of the story”. Labov (1988) also defines narrative “As one method of recapitulating past experience by matching a verbal sequence of clauses to the sequence of events which (it is inferred) actually occurred”. In schools, some students find some narrative texts in their reading and there is a set of reading comprehension referred the text after the teacher read the text for them. We can find five to ten questions related to the text, and the teacher can discuss it together with the class or the students do them (the questions) by themselves. The questions may contain: what is the moral value of the story? What is the characteristic of the main character? Where does the story take place? What is the problem of the story? How is she or he solving it? Some students find it was easy to comprehend and answer the questions because they clearly understand the information and ideas of the text, but some are not.

The poor comprehend of students because they are lack of fluency in lower order processes. For example, slow reading caused by inefficient decoding very seriously impairs the understanding of text, while fluent reading normally enhances it. In the case of good readers, automatically in word recognition allows short term cognitive capacity or working memory to be devoted almost entirely to comprehension. Because of that, the teacher needs to master factors such as students, materials, teaching media, technique, and method of teaching. All of these can help the students learn more enjoyable. Sometimes students assume reading is not interesting activity. It is just a matter of wasting time. As the result they got nothing in the process.

Considering the important of teaching reading comprehension, teachers must be creative in teaching the lessons to their students. Students of today, who have grown up with and become accustomed to the visual stimulation of television, computers, and video games, expect technology to be used effectively as part of their learning experience (Barbara, David, 2002:3).

The classroom use of education technology such as computers, interactive whiteboards, multimedia, and internet has been growing at a phenomenal rate in many countries in the last two decades (Cheung & Slavin, Robert, 2011). There are a variety of uses for technology in education, and numerous studies have been conducted on its usefulness. Today, technology is used in schools for introducing topics, reinforcing skills, tutoring, collaboration, presentation, communicating, administrative purposes, recording grades, printing publications, and more.

The use of technology is not new to the field of education. Teachers have long used application such as audio and videotapes, cameras, overhead projectors, and software programs to enrich their instructional activities. More recently, they are integrating multimedia packages and PowerPoint presentations into instruction. Teachers continue to explore and develop new uses of technology. They are using it as an instructional tool in the classroom, as a delivery system for learner instruction and teacher training, and as instructional content itself (e.g., learning word processing programs or building web pages). Halverson and Smith (2010) recounted how technology has changed education and how some things remained constant. Beginning in the 1990s, schools began investing in computers and technology at a much higher rate than before. However, technology did not have much of an impact on changing education in the 1990's. The use of technology began to change in the 2000's with "high-stakes accountability".

Using technology in schools can positively influence the school and community environments. Students are more engaged, and their achievement increases when technology is used appropriately. In order to be successful in today's society, students need a solid base of technological skills and exposure. Not only did these changes impact teaching and learning, but also communication and administrative practices (Halverson & Smith, 2010). Students today need to develop "technological knowledge, skills, and attitudes" in order to become successful members of society. Students are more engaged in learning when technology is involved, and technology can aid in learning being more tailored to specific learners' needs. Technology is also an effective way to utilize distance education, especially in rural schools (Halverson & Smith, 2010).

Students today need a strong technological foundation from a young age in order to be successful in society. To be most effective, technology should be properly integrated into content areas. Teachers should have a positive attitude towards using the technology and appropriate professional development leads to its success (Holden & Rada, 2011). Technology is an excellent addition to our educational system when used correctly. One of the technologies that can be used as part of learning, media and illustration to help the students imagine the route of the story in narrative text is Microsoft PowerPoint.

Nevertheless, Powerpoint is only considered as a tool for presentation by displaying key words in each subject. Whereas it is also capable on leveraging into other areas such as creating games, artworks and animations by using animation tools. Roessling and Freisleben (2000:3) states "The strength of using presentation tools for animations include the comparative ease of using the presentation tools, as they typically offer visual editing and thus directly show the effect of a given action." He assumes that it will have a lot advantage. Firstly, the students will be

more active during the class that make them feel better to learn or build their vocabulary. Secondly, PowerPoint animations provide coloring pictures, text, and back sound which may enable the students to understand the detail information of the text more clearly and easily. They can determine what is happening on the text, which is the main character of the text, and where is the text take place. In addition action pictures also stimulate the students to practice and respond the text enjoyably, so that they can comprehend it well in making inference of moral value. At the end of the reading activity, hopefully students are able to get the information and the moral values of the story.

Therefore, based on the explanation above, the researcher conducted Pre-experimental study with PowerPoint Animations as a media in teaching reading comprehension on narrative text in order to actively, enjoyably and meaningfully engages students with the text. The teaching strategy will be applied to the Second Year Students of SMA Negeri 01Kembayan in order to achieve the learning objectives and increase the students' reading comprehension on narrative text.

METHOD

The research methodology that the researcher chose in this research was pre-experimental in one group pretest posttest design. In this case, The influence of experimental treatment can be seen by analyzing or comparing the result of pre-test and post-test which then be compared.

Cohen, Manion, & Morrison (2000: 92) defines "Population as all members of any well-defined class of people, events, or objects". The population of this research is all second year students of SMA Negeri 1 Kembayan in academic year 2012/ 2013 that consists of science class and three social classes and the total number of the students are 106 students. Cohen, Manion, & Morrison (2000: 93) states, "Sample is the small group that is observed". The sample was random sampling by choosing class XI IPA as the sample which consists of 30 students. In collecting the data, the researcher applied measurement technique to measure the results of teaching reading comprehension on narrative text by using PowerPoint Animation. The measurement was arranged in two stages: pretest to collect data before the treatment and posttest to collect the data after three times treatment. To find out the significance and the effectiveness of teaching reading comprehension on narrative text by using PowerPoint Animations, the used t-test and effect size formula were applied.

FINDINGS AND DISCUSSION

The main research findings mean all the data which were collected by the researcher from the sample of the research. The sample of the research was the Second Year student of SMA Negeri 1 Kembayan, it was students of class XI IPA. The findings covered the result of the individual, mean or average, the interval score of pre-test and post-test, the students' significance score of pre-test and post-test and the effect of the treatment. The computations describe as follows:

1. The students' mean score of pre-test and post-test

The pre-test given was recommended as the first before the treatments. The result of pre-test showed the result of the students' score before the treatment was conducted. Thus, from the result of the test, the students' achievement score was considered as average to good, with the students' average score of 66.85 (see table 1, p.46). The computation of this finding could be described as follows:

$$M_1 = \frac{\sum X_1}{N} = \frac{2005.56}{30} = \mathbf{66.85}$$

The post-test was administered after giving treatments. From the result of post-test, the students' achievement score was categorized as Good to Excellent, with the score of 89.26 (see table 4.1, p.6). The computation of this finding could be described as follows:

$$M_2 = \frac{\sum X_2}{N} = \frac{2677.78}{30} = \mathbf{89.26}$$

Therefore, the computation of students' mean score above showed the students' score increased from pre-test to post-test, it was 66.85 to 89.26. It could be seen in the following chart.

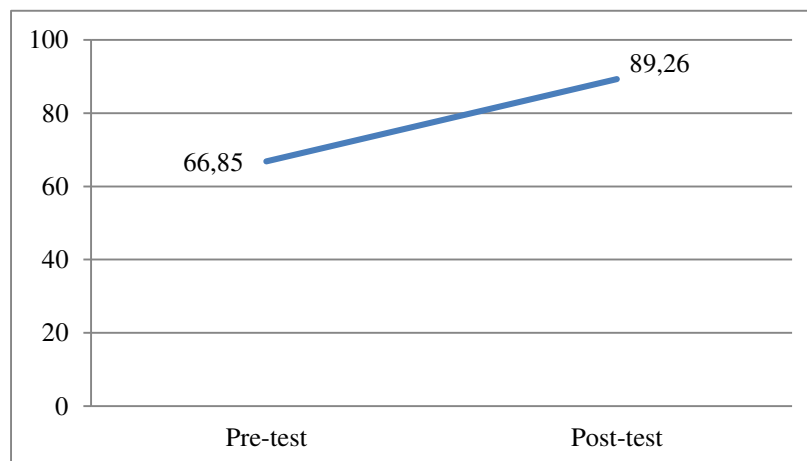


Chart 1 Computation of student's mean score

Table 1
The Students' Mean Score of Pre-test and Post-test

No	Students' code	Pre-test (M1)	Post-test (M2)
1	S1	72.22	83.33
2	S2	77.78	94.44
3	S3	50.00	83.33
4	S4	83.33	83.33
5	S5	61.11	61.11
6	S6	66.67	83.33
7	S7	94.44	94.44
8	S8	66.67	94.44
9	S9	50.00	100.00
10	S10	72.22	94.44
11	S11	50.00	94.44
12	S12	77.78	94.44
13	S13	77.78	94.44
14	S14	77.78	100.00
15	S15	50.00	83.33
16	S16	72.22	100.00
17	S17	55.56	77.78
18	S18	77.78	94.44
19	S19	50.00	94.44
20	S20	55.56	100.00
21	S21	55.56	83.33
22	S22	33.33	44.44
23	S23	94.44	100.00
24	S24	94.44	100.00
25	S25	38.89	94.44
26	S26	50.00	83.33
27	S27	94.44	94.44
28	S28	61.11	83.33
29	S29	61.11	94.44
30	S30	83.33	94.44
Total		2005.56	2677.78
Mean Score		66.85	89.26

2. The students' interval score of pre-test and post-test

After having the mean for the both pre-test and post-test, the writer calculated the students' interval score between the students' pre-test and post-test results. The computation could be described as follows:

$$\begin{aligned}
MD &= M_2 - M_1 \\
&= 89.26 - 66.85 \\
&= \mathbf{22.41}
\end{aligned}$$

3. The students' significant difference of pre-test and post-test

To find out the significant difference of the treatment processes, the students' interval score was indicated as the significant change of the post-test score(see table 4.2, p.9).. The score was calculated by using t-test formula. The sum of students' interval score achievement of pre-test and post-test could be seen on the computation below:

$$\begin{aligned}
\sum x^2 d &= \sum d^2 - \frac{(\sum d)^2}{N} \\
\sum x^2 d &= \sum 22067.90^2 - \frac{(\sum 672.22)^2}{30} \\
\sum x^2 d &= 22063.32 - \frac{451785.62}{30} \\
\sum x^2 d &= 22063.32 - 15059.52 \\
\sum x^2 d &= \mathbf{7003.8}
\end{aligned}$$

The computation of t-value could be described below:

$$\begin{aligned}
t &= \frac{MD}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}} \\
t &= \frac{22.41}{\sqrt{\frac{7003.8}{30(30-1)}}} \\
t &= \frac{22.41}{\sqrt{\frac{7003.8}{870}}} \\
t &= \frac{22.41}{\sqrt{8.05}} \\
t &= \mathbf{7.89}
\end{aligned}$$

Based on those computation results, the t-test score was higher than t-table. In fact, the calculation of t-test indicated “7.89” which was higher than t-table at 0.05 the degree of freedom N-1 (30-1=29) that is “2.045”. This shows that the students got increasing achievement after getting the treatments since their mean score of pretest and posttest have significant difference. In other words, the students can be taught to comprehend a narrative text using PowerPoint Animations.

Table 2
The Students’ Significant Score of Pre-test and Post-test

No	Name	Pre Test (M1)	Post Test (M2)	D (M2-M1)	D ²
1	S1	72.22	83.33	11.11	123.46
2	S2	77.78	94.44	16.67	277.78
3	S3	50.00	83.33	33.33	111.11
4	S4	83.33	83.33	0.00	0.00
5	S5	61.11	61.11	0.00	0.00
6	S6	66.67	83.33	16.67	277.78
7	S7	94.44	94.44	0.00	0.00
8	S8	66.67	94.44	27.78	771.60
9	S9	50.00	100.00	50.00	2500.00
10	S10	72.22	94.44	22.22	493.83
11	S11	50.00	94.44	44.44	1975.31
12	S12	77.78	94.44	16.67	277.78
13	S13	77.78	94.44	16.67	277.78
14	S14	77.78	100.00	22.22	493.83
15	S15	50.00	83.33	33.33	1111.11
16	S16	72.22	100.00	27.78	771.60
17	S17	55.56	77.78	22.22	493.83
18	S18	77.78	94.44	16.67	277.78
19	S19	50.00	94.44	44.44	1975.31
20	S20	55.56	100.00	44.44	1975.31
21	S21	55.56	83.33	27.78	771.60
22	S22	33.33	44.44	11.11	123.46
23	S23	94.44	100.00	5.56	30.86
24	S24	94.44	100.00	5.56	30.86
25	S25	38.89	94.44	55.56	3086.42
26	S26	50.00	83.33	33.33	1111.11
27	S27	94.44	94.44	0.00	0.00
28	S28	61.11	83.33	22.22	493.83
29	S29	61.11	94.44	33.33	1111.11
30	S30	83.33	94.44	11.11	123.46
Total		2005.56	2677.78	672.22	22067.90

4. The effect of the treatment

After having the process of describing the t-test score, the writer described the findings of significant effect of the treatment in order to see how effective the use of PowerPoint Animation in teaching reading comprehension on narrative text. Then, the computation as follows: The computation of the effect size was 1.34. Then, this value was higher than 0.8. It was categorize as high.

$$\begin{aligned} ES &= t \sqrt{\frac{1}{N}} \\ &= 7.89 \sqrt{\frac{1}{30}} \\ &= 7.89 \sqrt{0,03} \\ &= 1.34 \end{aligned}$$

In this research the writer applied PowerPoint Animation media in teaching reading comprehension on narrative text to the second year students of SMA Negeri 1Kembayan in academic year 2012/2013. Based on the computation in data analysis, the writer found out that the second year students of SMA Negeri 1Kembayan in academic year 2012/2013 have average to good on reading comprehension especially in narrative text. It can be seen from the evidence of the mean score of pre-test (66.85) and post-test (89.25). The score indicated that the students' performance in post-test is better than in pre-test. Then, the students' performance in reading comprehension on narrative text by using PowerPoint Animation media is significantly improved about 20% from the pre-test score.

Besides that, based on the research finding it shows that t-test was higher than t-table ($7.89 > 2.045$). It means that teaching reading comprehension on narrative text by using PowerPoint Animation media indicated a significant different result between pre-test and post-test. Then, in computing the effect size it shows that the score $1.34 > 0.8$ (highly effective). In conclusion, it indicates that the alternative hypothesis is accepted (H_a).

In line with this, PowerPoint Animation media encourage the students more active during the teaching learning process and understand the meaning of the object more clearly and easily. There are several reasonable factors which make the students' performance in reading comprehension on narrative text by using PowerPoint Animation media is significantly improved. First, the animated text stimulated the students to practice and respond their work enjoyably. Second, the detail information (orientation, complication, and resolution) was explicitly shown on the animated text. At the end of the reading activity, students were able to get the information and the moral values of the story.

Based on the finding of this research, the students' achievement on reading comprehension on narrative text was influenced by the use of PowerPoint Animation media in the process of teaching and learning. In this research, there are three main steps. The first was pre-test. Based on the pre-test result, the mean

score which administered was 66.85. It was categorized as average to good.

After conducting the pre-test, the writer conducted three times treatments. In the first treatment, the students welcome the media. Second, the students started to enjoy the materials. They were enthusiastic in the classroom. Third, the students were active with their friends in the classroom surely their achievement in reading comprehension on narrative text was better than the previous meetings.

In the treatment, the writer taught reading comprehension on narrative text by using PowerPoint Animation media. The next step was conducting the post-test. Based on the post-test result, the mean score was 89.26. It was categorized as good to excellent.

In teaching reading comprehension on narrative text, the students were more willing to participate since they did not feel bored and more interested with the media of teaching. Although, the use of PowerPoint Animation had been proved as the successful media to increase the students' achievement on reading comprehension on narrative text, there was also problem in the process of teaching and learning, such as noisy in the teaching and learning process, but it could be solved by the teacher.

CONCLUSION AND SUGGESTION

Conclusions

Based on analysis of students' test result, the writer made the conclusions that the mean score of students' score in pretest was 66.85, it was considered as average to good. The posttest was 89.26, and it is considered as good to excellent. There was significant different of the students' achievement between pretest and posttest. The result of t-value was 7.89. It was higher than t-table for the $df = 30 - 1 = 29$ that was 2.045. The result of effect size (ES) was 1.34 and was categorized as high because $ES (1.34) > 0.8$. In conclusion, the use of PowerPoint Animation media in reading comprehension on narrative text was proved highly effective to the second year students of SMA Negeri 01 Kembayan in Academic Year 2012/2013.

Suggestions

Referring to the research findings, the writer gives some suggestions to improve the teaching learning activity especially in teaching a narrative text as follows: (a) The researcher suggests the English teacher to apply PowerPoint Animation as a media of teaching learning, because the media is proven effective to increase the students' achievement in reading comprehension. (b) In applying PowerPoint Animation media, teacher should give more opportunity in learning process. It is because this media is new for the students in SMA Negeri 1 Kembayan. (c) The teacher should manage the class as effectively as possible. The teacher should ensure all the students involve in the teaching learning process by using this media. (d) The researcher recommends the English teacher to use PowerPoint Animations as one of teaching media in reading comprehension on

narrative text for the classroom, because this media can help the students to decrease their problems in understanding the text.

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